

LB 2806

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Sackett, L. W.

How a Superintendent
may aid his teachers
in self-improvement

U. of Texas, 1917

monograph.

The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston

Cultivated mind is the guardian genius of democracy. . . . It is the only dictator that freemen acknowledge and the only security that freemen desire.

President Mirabeau B. Lamar.

D. of D.

DEC 14 1917

HOW A SUPERINTENDENT MAY AID HIS TEACHERS IN SELF-IMPROVEMENT

(Presented in something near its present form to the County Superintendents Institute, Austin, Texas, July 25, 1917.)

INTRODUCTION

The preparation of this small bulletin has been inspired by a distinct desire to aid the busy County Superintendent in a very concrete way in directing the improvement of his teachers and their schools. The writers feel that they know the problem both from its practical side through wide experience and from its scientific side through extended studies into what the world has thought and said on the question. In many regards there are no absolute standards of perfection and choice must be made among many excellent suggestions. In the opinion of some, no doubt, the best has not been set forth. When an ambitious but somewhat untrained superintendent goes into schools of modest equipment manned by teachers who often have had only a limited experience and a small amount of professional training, the possibility of realizing concrete ideals is limited.

Few people appreciate the difficulties of a country school teacher and fewer still the dangers she encounters. Even teachers themselves many times do not realize that there are so many things inherent in the profession which make for the degeneration of their own minds.*

Paradoxical as it may seem, the act of teaching and developing the minds of others is found to be detrimental to the growth of the teacher's own mental powers. Many teachers may realize this vaguely in that sense of longing or hunger for comparison with others, for knowledge of just how they are getting along and just where the weak places are in their work. Other people may see it even more clearly when the teacher has settled into a rut of self-complacency looking upon all pro-

*Sackett, L. W., Professional Retardation: The factors inherent in the teaching profession which makes for mental retardation. Amer. Sch. Board Jr. June 1915.

posed changes of matter or method as fads of uncircumcised trouble makers. The old prayer of Robert Burns about seeing ourselves as others see us is partly answered in these pages and by the plan here proposed. The success of the plan depends upon at least two things:

First, the courage of the visiting superintendent to check in a friendly and unbiased way a true picture of things as he sees them.

Second, upon the willingness of the teacher in charge to accept the judgment at its face value and to study the scoring to find her own weak points and her most urgent lines of improvement.

As to the first, the County Superintendent must realize that among the numerous details of running his office there rises one very prominent peak of obligation,—that of being the professional expert of his county. It is his chief duty and should be his greatest study. Out of the maze of financial, attendance, and other administrative details he must rise to establish ideals of educational method and to safeguard hygienic conditions of school pupils. Despite the fact that his is a political office he must stand ready to approve excellence and criticise inferiority with equal candor. The little children of Texas' schools demand it of him, and have none other to whom they can appeal. He should resign at once if he has not the courage to tell a certain teacher that she scores lowest in the county or a school board that its plant ranks 56th in a graded series of 60 schools in the county, when these are found to be the facts.

The second condition would need no comment or elaboration if it were not that those teachers who need most grievously such a professional auditing will be least willing to accept the verdict gracefully and without unwarranted boasting or resentment. Possibly no more hopeless situation exists in the modern school systems than that of the experienced teacher with a poor method entrenched in the rural school system and unwilling to study for self improvement. Until such teacher dies, or resigns, or is dismissed, or can be peacefully chloroformed with a professional pension, there is little hope of relief.

Fortunately there are not many such and it is firmly believed

that rural teachers are anxious to have definite guidance in their own improvement and that they will welcome such a tangible plan as the one discussed below when it is administered in their interest and not as a means of dignified fault finding.

THE PLAN

The plan here proposed should be carried out in the following steps, its greatest effectiveness depending upon the care with which each part of the process is executed.

1. It is essential, first of all, that the superintendent study the schedules in the appendix and the description of the several items therein contained. He should adjust his ideals of school conditions to those set forth in the bulletin or clearly state on an insert just wherein they differ. The important thing, in addition to having high ideals of school work and equipment, is that the teacher may be made aware of just what those ideals are and the exact points upon which she is being graded. This constitutes the Superintendent's preliminary preparation before he goes out to visit the schools and before he begins to pass judgment upon the conditions found. It means hours and days of hard work but is no more than the preparation he has the right to expect of those whom he is supervising. A few days preliminary practice with schools outside his jurisdiction is strongly urged. It will be time and money well spent.

2. The second step is for the Superintendent to carry the bulletin into the school room and there begin the grading of the teacher and general school environment as described in the first schedule on "Efficiency of Teaching." Carbon paper should be used so as to make duplicates. The plan recommended is to take each of the ten items separately checking the position of the teacher on that as a scale of excellence. A teacher will probably be high in some and lower in others. Rarely will one be found "Excellent" in all or "very poor" in all. Each degree of excellence is indicated by the number at the head of the column. If decision can not be made as to just where to place the teacher, the mark may be placed between two of the steps and its value indicated by an odd rather than

an even digit. For example on "The room," the condition of the air may have a faint trace of stuffiness but otherwise the room may be neat and well arranged. This might be checked between "good-fair" and "fair-poor" and take the score "7." By "neat and well arranged" the Superintendent must understand as consistent with good working conditions. Even after recording the judgment of each of the rubrics, there should be no hesitation in changing the judgment concerning any point if later observation seems to indicate that first impression resulted in too high or too low grading on that item. The sum of the grades of the ten items will be the grade on a percentage basis of the teacher's efficiency. No standard grades can be given. Each Superintendent must establish standards for himself. With a similar method, Jennings found in his Dallas School Survey that the teacher who graded above 90 per cent might be considered "Excellent" in general efficiency. Those whose grade was below 70 per cent were only fair bordering on inefficiency. Even this latter group need not be eliminated or even admonished or reprimanded. They may need encouragement and just the assistance which this bulletin and plan is designed to give. If on later examination there is no apparent effort towards improvement more drastic action may be considered.

In like manner the school plant may be graded on the twenty-five items listed and this time on each of the four points under each item, as to whether or not it is present or absent. There are one hundred points listed. Each counts one point if it is there. The Score is the Sum of the points checked as being present. Probably no school will have a perfect record. A few will score high, a few very low, but a majority will fall in the median position. In this also the Superintendent should use the greatest care and fairness. If the thing is there but in a somewhat unsatisfactory condition it may be scored one-half point. The whole object must be to reward efforts which have been made in the past and to stimulate further effort towards improving school conditions.

3. The Superintendent then after entering the name of the teacher, the school and the date should tear out the originals of

the two schedules for his own office files leaving the carbons attached. The bulletin so marked and labeled should be handed to the teacher with whatever other words of encouragement or criticism the Superintendent may feel like giving. A word directed to the items in the schedules needing adjustment should be given in such a way as to leave no doubt in the mind of the teacher that his only motive is to help and to direct in her own improvement, rather than to find fault with her efforts.

4. The next step is made by the teacher who should study the whole plan and her own shortcomings in the light of the ideal conditions set forth in the paragraphs describing the schedules. Here is where the teacher gets the answer to her "Bobbie Burns" prayer. No one need admonish the teacher to do this. She will reread it many times and it will begin to show in her daily work. Not many weeks will pass till she will be wanting the Superintendent to come again and see how she has improved conditions. It gives here, for the first time, an insight into the conditions upon which she is being judged. It is fair to her and she will respond to it. Many a teacher has "failed" and been dismissed without ever being told either before or afterwards the reasons why her work was unsatisfactory. The greatest astonishment probably will be for the teacher to discover that some of her highest ideals of teaching, those she has rested upon in serene satisfaction, are being marked "fair" or "poor." If she takes it as a matter of persecution by a superintendent who "thinks he knows it all" there is little hope for her improvement. Few will take that attitude. Most are hungry for definite, tangible lines of improvement and they will strive for better success. The teacher may even grade herself from day to day on the same score cards used by the Superintendent. Her progress will depend upon the thoughtful integrity she exercises in this little game of pedagogical solitaire. She should not be over-indulgent with herself nor should she provoke a disturbing professional conscience.

5. The next step should be for the teacher to tear out the schedule of "Teaching Efficiency," which is personally and confidentially her own and give the bulletin with the marked

schedule of the "School Plant" to the chairman of the local school board. Again the bulletin will be read by the board members with intimate interest, and no doubt will become a part of their permanent record to figure in the next board meeting and in the next annual budget.

6. When the year's visitation is done and reports from all schools are on file, a secretary in the Superintendent's office should figure the ranking of each teacher and each school. A special letter should be sent to each teacher telling her her rank among the teachers of the county. Another to each school board should tell them the rank of their School Plant and of their whole school in general all things considered. A school board should be told their true status in relation to the other schools of the county. If they are superior let them enjoy the satisfaction of their supremacy. If they belong in the lowest 10 per cent, special pressure should be brought to bear and probably will be if the community is apprised of the facts.

No attempt should be made to compare schools in different counties as the standards of grading of two superintendents might be so much at variance as to render results incomparable. This is especially true concerning the schedule on Efficiency of Teaching. It is not to be supposed that the variation of the Superintendent's judgment from day to day will materially affect the figures for the comparison within the county though this should be guarded against.

7. The last step in the recommendations of this plan is for the County Superintendent to use the same schedule again next year carrying with him the old markings and after checking up the school again in the original way make comparisons, noting improvements and finding the reasons why certain other things have not yet been brought up to standard. A few years of this careful work will show lines of improvement which might not be attained in decades of the general desultory directions and admonitions.

The question of the school survey is but one aspect of the general propaganda of efficiency which has done so much in the economic world to eliminate waste and bring industrial plants to their highest productiveness. It is beyond the experimental

stage. It appeals to the business integrity of business men on school boards. The plan here outlined embraces but a few phases of what a survey ought to involve. The object is more to stimulate self-improvement than to tabulate conditions for statistical purposes. When this abbreviated form has demonstrated its effectiveness the authors will be ready to make further suggestions.

INTERPRETATION OF "SCHEDULE A" ON EFFICIENCY OF INSTRUCTION*

NOTE: "Fair" is most often found and is used to begin each observation with varying grades towards excellent and poor.

1. *The Room.* The degree of "stuffiness" of the air should be observed upon entering and upon leaving the room. If noticeable at all mark not above "Fair"; if not noticeable mark "Good"; if invigorating mark "Excellent"; if depressing mark "Poor." Mark "Fair" if the room is bare but neat; "Good" if neat with well ordered furniture and decorations; "Marked" if all things are unusually attractive on account of skill in the selection of colors, pot plants, etc.; "Poor" if bare and littered; "Lacking" if bare, littered, dark and uncomfortable.

The freshness or foulness of the air of a room is only noticeable when one enters the room and detects the "stuffy" sensation or when one steps out and notices the extreme invigorating character of outside air. It can not readily be noticed while one is within for any great length of time. In like manner the neatness, cleanliness and decorations in the way of pictures, pot plants, etc., would influence the scoring. The latter in particular must be judged as to color selection, artistic arrangement and appropriateness. Exceptional skill may be difficult to standarize but not so difficult to appreciate. Lack of taste is shown when neatness and cleanliness are neglected

*"Schedule A" and the specific directions for using were taken from Mr. E. D. Jennings' "Report to the Dallas School Board on the Teaching of Mathematics and English in the Elementary Schools, 1915."

and when decoration is either neglected, or badly done, or over-done.

2. *The Teacher.* Mark "Fair" if the teacher is of fair health, comely, neat of dress and has a clear voice; "Good," if of good health, beautiful, dignified, neatly dressed, and has a clear and pleasing voice; "Excellent" if with all the above is vigorous, poised, quiet, systematic, and with a voice of the proper pitch; "Poor" if of poor health, homely, slovenly dressed, irritable, and with a harsh or indistinct voice.

Remember that every person may be beautiful or homely in their own way. The question is not one of conformity to any classic models but of how well the teacher realizes her own possibilities of personal attractiveness. Likewise there are no standards for health. The teacher who is vigorously well is "excellent." The one who is just not sick is "fair." The wan or sallow complected must be marked "poor." Care in dress also marks a good teacher as much as her ability to conduct a recitation.

3. *Companionship.* Mark "Fair" if three of the following attributes are present in both teacher and pupils: friendly, sympathetic, co-operative, tolerant, courteous. Mark "Good" if four are present; "Excellent" for five; "Poor" for two; "Wanting" for only one. Nothing is really gained by the teacher who maintains a cold aloofness towards her pupils. Observe the general atmosphere and not just the relation to a few pupils. The five terms noted are not exclusive in their connotation but represent prominent characteristics. None of them exclude the element "firmness" as they are often thought to do nor do they in any way endanger ultimate authority in discipline. They may even prevent the strained relations which make discipline necessary. Note that all, with the possible exception of "tolerance" must be present in teacher and pupils if present at all.

4. *Discipline.* Mark "Fair" if the teacher succeeds in correcting any misconduct; "Good" if no misconduct occurs; "Excellent" if pupils show any initiative in keeping proper order;

“Poor” if teacher fails in effort to correct misconduct; “Wanting” if misconduct is continually occurring without the teacher taking notice. That control of a school is best which is accomplished without the teacher having occasion to caution or correct. It is poor in two extremes, viz.: first, where the teacher reigns supreme as a feared overlord; second, where the children are forming habits of disorder with the teacher not seeing it, or taking an ineffective attitude in reference to it. Records show that teachers fail in this more than for any other cause; also that abiding impressions for character and ambition are here made more frequently than in the teaching of school subjects.

5. *Study Classes.* Mark “Fair” if the pupils not reciting seem busy; “Good” if the teacher gives them any systematic directions; “Excellent” if the systematic directions lead the pupil to put forth his own efforts; “Poor” if the unity of the class reciting is permitted to be broken by individuals in the class studying; “Wanting” if students are permitted to be idle when not in the class reciting. Do not mistake interest in and attention to the reciting class for idleness. It may be the best schooling the pupils will ever have to listen to the other class reciting. Consistent with the mastery of his own lessons this is not only allowable but desirable. Much of the excellence of this phase of the teacher’s success depends upon her skill in carrying out the next item.

6. *Assignment.* Mark “Fair” if made clear and distinct without comment. “Good” if it is given its proper connection with the lesson preceding; “Excellent” if curiosity is aroused in the pupil’s mind that will lead him to study the new lesson with interest; “Poor” if merely assigned by pages. The proper time for assignment of the next day’s work is at the beginning rather than at the close of the recitation period. Then one is not hurried and the pupils have a chance to see today’s work in relation to both the past efforts and future aims. It furthermore sets the aim of the present recitation. Without adequate assignment pupils waste time and can get no system in their work. With proper assignments they have interest and

know how to satisfy that and meet the requirements of the next day.

7. *Method.* Mark "Fair" if the movement of the pupils seems slow and the directions of the teacher indefinite or confusing; "Good" if the class recitation moves through without serious delays; "Excellent" if everything moves through properly with no unnecessary talking and ill-adapted devices; "Poor" if the teacher talks too much and uses poorly adapted devices; "Wanting" if the teacher fails to get responses. No commercial business could be run with profit with the loss of time and energy found in most school rooms. The teacher should actually time herself in getting started after recess, in sending a class to the black-board, etc., remembering that four minutes lost by thirty pupils is equivalent to a total loss of two hours time. Here is where drill in the routine phases becomes important.

8. *Knowledge.* Mark "Fair" if pupils seem to be getting only a fair understanding of the lesson. "Good" if they respond readily to thoughtful questions; "Excellent" if they discuss logically the subject-matter; "Poor" if rote memory only is partially aroused by leading questions; "Wanting" if the teacher fails to get responses. The teacher's knowledge is supposed to be adequate before she enters the school. The test is not whether she is displaying and repeating valuable information but whether the children are being mentally awakened and developed. One should really not teach geography, history, etc. but should use these subjects to teach and train children. Success is measured by their action rather than by the teacher's action.

9. *Appreciation.* Mark "Fair" if the students assume the silent attitude of attention most of the time; "Good" if they ask eager questions, or show a desire to do so; "Excellent" if they volunteer appreciative expressions or show them in their faces; "Poor" if they seem indifferent; "Wanting" if they seem bored or disgusted. This is less tangible but no less important. Even drill in the multiplication table may portray expression. In this the teacher is judged by the pupils' atti-

tude, whereas in the above she was judged by the pupils' accomplishment. Success in this keeps children in school longer and makes each unit of time more valuable.

10. *Results.* Mark "Fair" if the pupils show a fair ability to apply the principle of the lesson in writing, reading, figuring, or speaking; "Good" if they are quick to respond in review, etc.; "Excellent" if they show any permanent effect upon habits of thought and action; "Poor" if they show immediate forgetfulness; "Wanting" if they seem unable to profit in any way by former teaching. Results observed here are not those revealed in the examination papers but those evident from day to day in the general conduct of the child on playground, at study, and in class.

INTERPRETATION OF "SCHEDULE B" ON THE SCHOOL PLANT

GENERAL EXPLANATION: The following is a brief interpretation of the points to be considered in judging a school plant. In the scheme there are 25 rubrics each of which has 4 subdivisions with each of such divisions considered worth 1 per cent. These may be checked "1," " $\frac{1}{2}$," " $\frac{1}{4}$," etc., according to the conditions found in the survey. No attempt has been made to determine or estimate the relative importance of the different items. That is, no one knows whether it is more important to have a well drained yard or a well equipped laboratory. All are considered equally important. The total will be the score of the school plant, on the basis of one hundred per cent. Some of these, of course, the teacher is not responsible for and can not control, but in many cases her influence can bring marked improvement, and her ultimate success depends upon these improvements being made under her direction.

I. HYGIENE:

1. *Location:* The highest point in town, or at least a point higher than the immediate vicinity and not closed in by buildings or other obstructions; not on a dusty street or in range of factory smoke; away from street car lines and noisy ma-

chinery; in a healthful and moral environment, preferably in a respectable home settlement or in a native grove.

2. *Soil*: Mixture of gravel and sand with no free clay; free from decayed animal or vegetable matter; well drained in at least two directions from the building; free from noxious ground air such as would arise from a subsoil filling of trash and garbage.

3. *Capacity*: Buildings should be ample for present needs and capable of meeting future needs till the material is well worn; grounds should be ample for all present and future needs for play, gardening, trees and artistic effect.

4. *Water*: Should come from spring or deep well; should be pure for drinking purposes; should be abundant for drinking, cleaning, irrigation of flowers, etc.; should be properly inspected and reported upon every few weeks by teacher or other sanitary expert.

5. *Toilets*: Should have plenty of direct sunlight; should be well screened and ventilated with air vent at the floor; concrete or matched board floors and porcelain receivers; one seat to each fifteen girls and a seat and a urinal to each thirty boys.

6. *Cloak Rooms*: With direct sunlight; heat for drying; ventilated with duct above the racks leading out of the building; situated at the teacher's end of the room.

7. *Passages*: Should be wide enough to allow marching lines; well lighted with no dark ends for junk; convenient to each room; unobstructed by chairs, racks, stoves, fuel, etc.

8. *Floors*: Should be swept with hair broom and room dusted with oiled cloth, or cleaned with vacuum cleaner; perfectly smooth with no cracks or splinters; well and frequently oiled; disinfected often with formaldehyde and daily with floor sweep. The presence of a straw broom or feather-duster will be sufficient warrant for marking all four points zero.

9. *Sittings*: Should be single seats and desks, adjustable for seat desks and desk inclination; should be adjusted to the

child, seat about $\frac{2}{7}$ and desk about $\frac{3}{7}$ of his height, inclination about $22\frac{1}{2}$ degrees for book rest and about 15 degrees for writing; edge of seat to overlap seat of proper width about 2 inches. For even one seat to violate these conditions is fatal to the score. Probably there is no greater crime against childhood than to hang a child all day on a seat too high for him or to compress him into one too small. Fit the seat to his body as carefully as you would fit a garment.

10. *Lighting*: Should come from one side only; bottom of window should be high, top not more than 6 inches from ceiling; should fall on pupil's left; window space about $\frac{1}{5}$ of the floor space for dark days and adjusted with blinds to reduce the amount on bright days.

11. *Heating*: Heated by steam, hot air, hot water, or properly installed jacketed stove; should be evenly distributed over the house and especially over the rooms; easily regulated by the teacher in charge; well understood and properly managed by the janitor. Three or four inexpensive thermometers distributed over each room will indicate whether results are being achieved.

12. *Ventilation*: Air introduced pure and unbaked; humidified by the introduction of steam or vapor into the entering duct; properly distributed by some sort of forced system; supplied at the rate of 30 cubic feet per child per minute without draft. One should ventilate for pure air supply and not as a device of temperature control. Many times a cold room needs ventilation more than a warm one.

II. EQUIPMENT:

13. *Laboratory*: There should be selected and sufficient amount for all subjects taught which can and should use apparatus; supplies should be properly arranged for each subject; ventilated so as to prevent gases from chemical experimentation from escaping into the rooms; counters, shelves, bottles, etc. kept scrupulously clean, conveniently arranged, and properly labeled.

14. *Library*: Should have large reading room or have ample reading space at tables; contain latest dictionaries and cyclopedias; duplicate copies of texts and enough copies of supplementary sets for the large classes; single copies of books for general reading for teachers, patrons, and for children of the ages enrolled, with an effective system of charging out. Where the school is in range of a public library and has active connection with it, these items may be considered satisfied. Results in effective school work with the formation of reference and reading habits are all that is desired. Whatever school machinery accomplishes that is satisfactory, but it takes some well worked system to accomplish it.

15. *Auditorium*: Situated on the first or second floor with fire escape exits; furnished with dressing rooms, stage, movable chairs, etc.; well and attractively finished; capacity suitable for assembly and social center work.

16. *Drinking facilities*: Bubbling fountain with automatic shut-off, or individual drinking cups; container made of non-corrosive material and properly cooled; separate for boys and girls and convenient to playground and gymnasium; waste properly drained off. The medical injunction of good water externally, internally and eternally should be followed. Proper growth and health can not be expected in young human shrubs which are not properly watered.

17. *Blackboards*: Should be of slate, ground glass, or hylo-plate; should cover at least a side and an end in a strip 3 feet wide; bottom to come to the average child's waist line; screened chalk troughs at the bottom. Free chalk dust becomes disease laden and is a mechanical irritant to the air passages in breathing. Laws now prevent dust in factories and mines. Schools should not wait to be compelled.

18. *Recreation*: Ample grounds for organized play; well kept flower garden as outside decoration; rest room which may be kept quiet for pupils and teachers; equipment of play apparatus in good repair and properly supervised.

19. *Miscellaneous*: Teacher's desk and chair in each room;

clock in each room visible to both pupils and teacher; piano, organ, or victrola; community museum of local industries and products.

III. AESTHETIC:

20. *Grounds:* Trees arranged so as to furnish shade and not obstruct play activities; walks to out-houses and to exits from grounds; free from weeds or rubbish; under the care in vacation of some responsible person or committee. Attention to some of these things will go far towards inspiring community pride and thus giving a type of training too often neglected in the home.

21. *Finish of buildings:* Should be in good repair; of excellent workmanship; best quality of material; artistically designed to set off the surrounding landscape.

22. *Decoration:* Inside finished in light buff with no gloss; ceiling lighter than the walls; window shades yellow or green; pictures and pot flowers harmonizing with other interior decoration.

IV. ECONOMICS:

23. *Materials:* Brick, stone or good quality of wood; appropriate for the use; inexpensive after other considerations; materials that can be easily obtained for repairs.

24. *Utility of space:* Proper shape to secure light; not more than two stories above basement; ceilings not more than 14 feet high; convenient for passing of lines and school work.

25. *Repairs:* Made immediately; with proper material and the "patch" concealed; good workmanship; supervised in a business-like manner.

[Extra copies of "Schedule A" and "Schedule B" printed separately, in pads of one hundred each, may be obtained from the University Co-operative Society at 50 cents per pad.]

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A practical treatment based on experience.

FREEMAN, F. M. The Psychology of the Common Branches, Houghton Mifflin Co., Chicago, Ill.

Treatment based mainly on scientific data.

RAPEER, L. W. AND OTHERS: Teaching Elementary School Subjects, Scribners, Chicago, Ill.

A compilation of treatments by several authors all experts in their field.

SANDWICK, R. L. How to Study and What to Study, D. C. Heath & Co., Chicago, Ill.

An excellent little treatise on the relative value of subjects and the approach to them.

WHIPPLE, G. M. How to Study Effectively, Public School Publishing Co., Bloomington, Ill.

A brief manual for those who would direct themselves or others in proper methods in mental work.

WILKINSON, W. A. Rural School Management, Silver, Burdett & Co., Chicago, Ill.

The newest and probably the best treatment on the subject.

SCHEDULE B.
The School Plant.

Note: 100 Rectangles=100%—Mark 1% for each.

I. The Plant Should be Hygienic (12 rubrics, 48%)

1. Location	High	Dustless	Noiseless	Hygienic environment
2. Soil	Porous	Native	Drained	Non-gaseous
3. Capacity	Present needs, Buildings	Future needs, Buildings	Present needs, Grounds	Future needs, Grounds
4. Water	Source	Character	Amount	Properly inspected
5. Toilets	Sun light, Ventilated	Screened, Disinfected	Properly Constructed	Situation, capacity
6. Cloak-room	Lighted	Heated	Ventilated	Situation
7. Passage and halls	Wide	Lighted	Convenient	Unobstructed
8. Floors	Well kept	Smooth	Oiled	Disinfected
9. Sitings	Single	Adjustable	Adjusted	Spaced
10. Lighting	Unilateral	High	To left	Sufficient
11. Heating	Character	Distributed	Regulated	Managed
12. Ventilation	Nature	Humidity	Distributed	Sufficient

II. It Should Be Well Equipped (7 rubrics, 28%)

13. Laboratory	Sufficient	Well kept	Ventilated	Arranged
14. Library	Read. room	Ref. works	Sup. read'g.	Gen'l. reading
15. Auditorium	Situation	Furnished	Finished	Capacity
16. Drinking facilities	Bubbling fountain or individual cup	Cooled	Convenient	Care of waste
17. Black-board	Material	Amount	Situation	Care, use
18. Recreation	Playgrounds	Flower gar.	Lunch room	Play appar.
19. Miscellaneous	Teacher's desk and chair	Clock	Piano and organ	Museum

III. It Should Be Aesthetic (3 rubrics 12%)

20. Grounds	Trees	Walks	Clean	Care
21. Finish	Condition	Workmanship	Material	Design
22. Decoration	Walls	Ceilings	Shades	Pictures

IV. It Should Be Economical (3 rubrics 12%)

23. Materials	Durable	Appropriate	Inexpensive	Remediable
24. Space	Proper shape	No. stories	Ht. of cell.	Arrangement
25. Repairs	Made immediately	Prop. mater'l.	Good workmanship	Supervision

Teacher.....

School..... Grades..... Date..... Signed.....

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7. Passage and halls	Wide	Lighted	Convenient	Unobstructed
8. Floors	Well kept	Smooth	Oiled	Disinfected
9. Sittings	Single	Adjustable	Adjusted	Spaced
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IV. It Should Be Economical (3 rubrics 12%)

23. Materials	Durable	Appropriate	Inexpensive	Remediable
24. Space	Proper shape	No. stories	Ht. of cell.	Arrangement
25. Repairs	Made immediately	Prop. mater'l.	Good workmanship	Supervision

Teacher.....

School..... Grades..... Date..... Signed.....

SCHEDULE A.
Efficiency of Instruction Score Card.

Notice to Observer: Keep this before you in checking recitation.

Rubric	Value: 10—Excellent	8—Good-Fair	6—Fair-Poor	4—Very Poor
1. The Room	Invigorating air, room neat, furniture well ordered, artistic decorations of pictures, plants, etc.	Air not noticeable, room neat, well arranged, no decorations.	"Stuffy" air, neat room, bare, poorly arranged, etc.	Depressing air, room bare, unnecessarily littered.
2. The Teacher	Beautiful, attractively dressed, excellent manner, modulated voice, etc.	Comely, plainly but neatly dressed, sincere manner, clear voice.	Common, too plainly dressed, passive manner, voice weak.	Homely, sloven, unpleasant manner, harsh voice.
3. Companionship	Co-operative, sympathetic, friendly, courteous and tolerant. (Both teacher and pupils.)	Any four present of the foregoing.	Any three present of the foregoing.	Any two present of the foregoing.
4. Discipline	Pupils not forced, but govern themselves.	No misconduct, yet outside force is apparent.	Misconduct, yet properly corrected.	Misconduct and improperly corrected.
5. Study Classes	Pupils systematically directed to put forth self-effort.	System exists, but poorly managed.	Pupils busy, but with no system.	Study class disturbs recitation.
6. Assignment	New connected with old, real interest aroused in new.	Connection made without interest.	New lesson is merely explained.	Made by pages or topics without comment.
7. Methods	Subject-matter and devices fit age and development of pupils. Time economized. Initiative developed.	No serious delay, but part of foregoing lacking.	Recitation slow, direction confusing.	Poor devices and methods, too much aimless talking.
8. Knowledge	Logical discussions, written work, quick response.	Proper response, poor discussion, but facts known.	Understanding of subject matter only fair.	Rote memory and bookish replies.
9. Appreciation	Pupils eagerly grasp thought and show appreciation by remarks as to value.	Pupils ask questions. (Earnest.)	Silent attitude of attention.	Disgusted, bored.
10. Results	Mental and Physical Habits show development.	Response in review, etc.	Fair ability only as shown in conversation, etc.	Pupils too forgetful.

Teacher..... School..... Grade..... Date..... Signed.....

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